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By-Fishman, Jacob R.; Terris, Shirley

PROCEDURAL GUIDE FOR PROGRAM DEVELOPMENT IN NEW CAREERS.

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This manual is intended to provide general guidelines and assistance to staff participating in the organization and development of a New Careers Program in a community. These activities are supported through contract with the Bureau of Work Programs, U.S. Department of Labor, as part of the New Careers Program, Section 123(a)(4) of the Economic Opportunity Act of 1964 as amended (Scheuer Amendment). The program is structured around the development of new jobs, training, employment, and career development at the nonprofessional levels in public services: health, public education, social service, law enforcement and public safety, child care, and community development. The manual includes: (1) an outline or checklist of steps and components to be followed in proposal and program development, (2) a narrative discussing in greater detail several of the key items listed in the outline, (3) a brief description of a job development model being used in a community mental health center, (4) a sample proposal which was developed by an urban community under the auspices of the New Careers Program, and (5) a selected bibliography of available references. (PS)

NEW CAREERS

PROCEDURAL GUIDE FOR PROGRAM DEVELOPMENT

Sourcebook for Trainers

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Bureau of Work-Training Programs

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PROCEDURAL GUIDE FOR PROGRAM DEVELOPMENT IN NEW CAREERS.

Jacob R. Fishman, M.D.

Shirley Terris, M.A.

Revised April 1968

Information Clearinghouse
New Careers Development Program
University Research Corporation

1424 16th Street, N.W.
Washington, D.C. 20036

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PREFACE

This manual is published by the New Careers Development Program of University Research Corporation, which provides technical assistance, training, curriculum development, and an information clearinghouse for communities developing New Careers programs. These activities are supported through contract with the Bureau of Work-Training Programs, U.S. Department of Labor, as part of the New Careers Program, Section 123(a)(4) of the Economic Opportunity Act of 1964 as amended (Scheuer Amendment). Permission to reproduce the sample proposal in Appendix B was granted by the Bureau of Work-Training Programs, U.S. Department of Labor.

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PROGRAM DEVELOPMENT IN NEW CAREERS

INTRODUCTION

This manual is intended to provide general guidelines and assistance to staff participating in the organization and development of a New Careers program in a community.

The New Careers program concept is structured around the development of new jobs, training, employment, and careers in human (public) services at the so-called sub- or nonprofessional levels. While particularly aimed at assisting disadvantaged populations to help themselves, the concept is also concerned with meeting needs for trained personnel and improving services in the fields of health, public education, social service, law enforcement and public safety, child care, and community development. Experimental projects have demonstrated the New Careers program concept to be uniquely effective in its impact on participants, on those being served, and for community improvement. Since the program concept is multidimensional, it is not the quickest or simplest to develop or implement. The program requires far more preparation, patience, and attention to its various components than the more usual one-dimensional, "instant mix" programs. However, the long-term impact is much greater. A review of past experiences and program effectiveness may be found in several recommended references. (See Bibliography, Appendix C.)

The format of the manual is designed to provide an outline for proposal and program development for the New Careers Program currently administered by the Bureau of Work-Training Programs, Manpower Administration, U.S. Department of Labor.

Authority for the Program is derived from the 1967 amendment to the Economic Opportunity Act of 1964, Title I, Part B, Section 123(a)(4), introduced originally by Congressman James H. Scheuer (D.-N.Y.), and enacted into law in 1966 as Section 205(e).

This manual includes the following material:

A. An outline or checklist of steps and components to be followed in proposal and program development.
B. A narrative discussing in greater detail several of the key items listed in the outline. This narrative is not intended as a comprehensive treatment of proposal or program development. It is rather a summary of important issues to provide both an introduction and a synopsis for the development of a New Careers program.
C. A brief description of a job development model used in a community mental health center. This model is offered as one example of the development of first or entry-, second-, and third-level subprofessional positions in civil service. It can easily be adapted to other public or private nonprofit human service agencies.
D. A sample proposal which was developed by an urban community under the auspices of the New Careers Program administered by the U.S. Department of Labor. The excerpts from this proposal are intended as general examples rather than ideal plans to be emulated in detail.
E. A bibliography of available references to provide more comprehensive background and discussion of specific areas of program development and implementation.

The outline and narrative are structured in chronological sequence.

However, as experience will soon demonstrate, many of the steps must be developed simultaneously and in an integrated fashion. Some aspects of program development will require more time than others. The development of jobs with career opportunities, training, and education for upward mobility usually takes the longest amount of time and should be begun as soon as possible. Establishing entry-level job descriptions and other civil service arrangements can be complicated and should also be undertaken at the beginning of the program. Plans and negotiations to make positions permanent through their inclusion in the regular budget and table of organization of the prospective employing agency when federal support terminates should also be developed early in the program. These plans and negotiations are the most important single administrative task in the program development.

A New Careers program involves:

A. Mobilization of community support and the selection of employing and training agencies.
B. Development of jobs for entry-level positions.
C. Recruitment and selection.
D. Development of a training program.
    1. Generic training.
    2. Skills.
    3. On-the-job training (OJT).
    4. Remediation.
E. Development of curriculum.
F. Development of training for trainers and supervisors.
G. Development of support services (health, counseling, child care, etc.).
H. Development of careers.
    1. Job development (career ladders).
    2. Training, education, and certification for upward mobility.
I. Development of budget.
J. Evaluation of program.

Listed below are examples of agencies and institutions of the community which may be considered for participation in the New Careers program:

A. Employment and OJT.
    1. Public.
        a. Health department.
        b. Public school system.
        c. Welfare department.
        d. Police department.
        e. Courts.
        f. Housing agency.
        g. Child and youth service.
        h. General hospitals.
        i. Community mental health centers and mental hospitals.
        j. Recreation department.

k. Community development and outreach services.
l. Employment, vocational counseling and rehabilitation services.
m. Social services.
n. Local federal agencies.
o. Consumer education services.

2. Private, nonprofit.
a. Voluntary hospitals.
b. Neighborhood health centers.
c. Community and neighborhood centers.
d. Community Chest, health and welfare council agencies.
e. Private schools.

B. Training for both entry and career development.
1. Universities (extension divisions, professional schools, and urban study centers).
2. Community and junior colleges.
3. Community training centers.
4. High schools and adult education centers.

Unless careful planning is done, a community may find itself with dead-end positions which provide no opportunities for advancement.

The material in this manual is intended to be used as an introduction to program development to be followed with other materials which deal with the various program components in greater detail.

April 1968

GUIDELINES

The Department of Labor, Manpower Administration, Bureau of Work-Training Programs Handbook for Sponsors entitled *Standards and Procedures for Work-Training Experience Programs Under the Economic Opportunity Act of 1964, As Amended*, Administrator's Notice No. 1-68, *Developmental Planning and National Review for New Careers Projects*, and *Interim Instructions for Completing Sponsor's Project Application, Form BWP-1*, provide information concerning the planning and implementation of the New Careers Program. Guidelines for the program have been abstracted and listed below. Further information may be obtained from the above documents, which are available through the Community Action Agencies in your community and the regional and district offices of the Bureau of Work-Training Programs.

Title I—Part B—Section 123(a)(4) (New Careers Program)

This is a new program authorized by the Congress in 1966. It authorizes agreements (contracts) with any State or local agency or private organization to pay all or part of the costs of adult work-training employment programs for unemployed, low-income persons involving activities designed to improve the physical, social, economic or cultural condition of the community or area served in fields including, but not limited to, health, education, welfare, neighborhood redevelopment, and public safety. Such projects must (1) assist in developing entry-level employment opportunities, (2) provide maximum prospects for advancement and continued employment without federal assistance, and (3) be combined with necessary education, training, counseling, and transportation assistance, and such other supportive services as may be needed. A major objective of this program is to contribute to and facilitate the process of designing and creating New Careers jobs in public service (either in the civil services or in private nonprofit agencies) for subprofessional personnel.

A. *Eligible Projects*

1. Projects under this program must be designed to prepare unemployed, low-income adults for entry into career jobs in public service as support/subprofessional personnel. Such jobs must offer possibilities for continuing full-time employment and realizable opportunity for promotion and advancement through a structured channel of promotion.
2. Priority will be given to projects which:
a. Offer access to unfilled positions in the public service as support/subprofessional personnel. Such positions must provide opportunity for upward mobility and wage or salary increases upon the acquisition of greater skill, experience and academic qualifications, e.g., a high school diploma or equivalency certificate or specific vocational training.
b. Open New Career opportunities leading to permanent jobs and upward or lateral mobility into jobs with more responsibility or higher pay.
c. Develop occupations which will provide new or improved services to the poor.
d. Ease workloads on professionals in such fields as health, education, welfare, public safety and neighborhood development.
e. Provide that employing agencies will pay all or part of the enrollees' salaries while engaged in work-training activities. Employing agencies (or other appropriate funding sources) shall be encouraged to pay at least 50 percent of the wages and related fringe benefits, as appropriate, during the second year of a participant's enrollment.
3. Major emphasis is to be placed on the creation of "New Career" jobs in established institutions which provide a public service. Some such job classifications are already established as support/subprofessional personnel in certain federally-financed programs such as Educational Aides, Health Aides and Casework Aides, but they are not being widely utilized by some of the older, more traditional institutions. Other such job classifications have long been estab-

lished in municipal and State governments but are closed to the poor because of their inability to pass written tests or to meet academic and other standards which are often unrealistic and totally unnecessary to acceptable levels of job performance.

4. The minimum enrollment of each New Careers project will be 100 training positions, except with the express approval of the BWTP Administrator.

B. *Eligible Persons*

1. In order to qualify for training in this program, a person must:
   a. Have an annual family income below the poverty line;
   b. Be unemployed.

   (Permission to waive (a) above for a small proportion of project enrollees may be granted by the Bureau of Work-Training Programs (BWTP) regional director, if special conditions appear to warrant such exception. In all cases, however, priority must be given to enrollees who meet all of the eligibility criteria.)
   Nonprofessionals employed by CAA's are eligible for enrollment in this program.*

Persons in the employ of employers participating in a project authorized under Section 123(a)(4) are eligible for enrollment in a Section 123(a)(4) project provided they meet the eligibility criteria prescribed above.

Detailed eligibility criteria will be found in Part II hereof.

C. *90-Day Planning Period*

The first quarter of the agreement (contract) year will consist of a planning period. The planning agreement provides the sponsor with resources to hire a planning staff that:

1. Negotiates tentative agreements to provide jobs and services from user agencies and other participating organizations;
2. Estimates project size, general nature of the program and approximate costs; and
3. Prepares the modifications and related forms to finalize the scope and estimated costs of the project.

D. *Program Design*

This program is a job creation effort with major emphasis on access to new careers and will be operated on a demonstration basis. It is to be administered in a manner calculated to derive maximum benefit from both of these special characteristics.

1. *As a job creation effort.* Projects will be authorized only in those communities where there is a realistic basis for assuming that local, State and Federal agencies and other public service agencies operating in such communities will create and maintain permanent career positions of the types indicated above after Federal support ends; where the project can be expected to have a major effect on the poor and the unemployed and upon the problems which bar such persons from access to dignified and meaningful employment; and, where it can be demonstrated that the disadvantaged poor can successfully prepare for new types of permanent jobs which will provide new or expanded public services in areas of public need. Each applicant should identify more than one type of "New Career" job and provide a plan for successful promotions for each.
2. *Basis of operation.* Projects carried out under this program should serve as models and encouragement to other public and private agencies and organizations, including those in the for-profit sector, to undertake similar experiments and to abandon outmoded concepts and stereotypes. Civil Service Commissions, labor unions—especially unions of government workers—and professional societies—must be heavily involved at all levels in order to assist in the task of establishing permanent positions for persons trained. This will help to ensure permanency of programs after Federal support is withdrawn.

The importance of the criterion of upward mobility cannot be overemphasized. Training for "dead-end" jobs will not be authorized. Neither will training be authorized for entry-level jobs on which the wage rate is patently substandard. Wage rates shall be the equivalent of the Federal or State minimum or the prevailing wage in the area, whichever is highest. Finally, great care must be exercised to avoid stigmatizing "New Careers" positions as positions reserved only for the poor. This will require the utmost skill and tact on the part of those charged with the responsibility for implementing individual projects, especially in their relations with the professionals who are to be associated with and assisted by persons served under this program.

*Persons serving as nonprofessionals in CAA's shall not be foreclosed from consideration for enrollment in this program by virtue of such service. Such a person shall be deemed eligible for enrollment PROVIDED THAT: (1) he met the criteria in (1) above at the time of his enrollment by the CAA; and, (2) his employment by the CAA is terminated upon enrollment in this program.

Examples of Entry-Level Sub-Professional or "New Careers" Positions*

AGENCY	*TASK CATEGORIES*	*POSSIBLE JOB TITLES*
Schools	Assist truant officer, visit family, develop resources, make agency referrals.	Attendance Developer
	Under supervision of school nurse, visit homes to teach hygiene and health improvement.	Health Educator
	Assist librarian and teachers in working with slow readers. Conduct reading and language laboratories.	Reading Developers
	Provide tutorial and remedial assistance, home visitation, personal assistance, clerical and machine operations, facility coordination.	Education Assistants
	Supervise recess, physical training activities, free time supervision, physical therapy and other therapies prescribed by professionals, particularly with physically handicapped children.	Physical Developers
	Supervise and conduct examinations and tests. Score tests, keep records.	Test Monitors
School Libraries	Process books, file, stack books, keep records, handle clerical work, supervise craft and club activities.	Library Assistants
	Operate substations, bookmobiles, recruit readers.	Outreach Librarian
Mental Health Clinics	Assist with therapy, group conferences, listening, supportive assistance, liaison with professional staff.	Service Workers
Courts—Juvenile and Adult	Maintain direct contact with families of persons to be sentenced; gather information, establish assistance, contact parolees—counsel, assist, advise and provide service assistance to inmates and their families.	Casework Aide
	Intake, interview, clerical, filing, communications responsibilities.	Intake Clerk
Employment Service and Programs	Recruit, inform, advise, interpret, provide liaison, assist clients in seeking services, provide intake and data gathering service, clerical and filing.	Employment Worker
Public or Private Social Agencies	Temporary emergency service, child and older person care, budget, hygiene, health, nutrition, etc., instruction and demonstration, family maintenance.	Homemaker Service Workers
	Casework assistance, transportation, information gathering and dissemination.	Casework Aide
	Inform, demonstrate, instruct and assist in procurement and utilization of surplus commodities.	Commodity Utilization Developer

*A more extensive selection of detailed job descriptions may be found in Position Descriptions for New Careers, New Careers Development Program, University Research Corporation, Washington, D.C., 1967.

	Conduct personal and group programs designed to inform poor of services available and methods of obtaining them.	Information Assistant
	Planned Parenthood and other service assistance.	
	Information giving and taking—provide advice, education, transportation, communication, etc.	Neighborhood Worker
	Direct contact with individuals, organizing community groups, liaison with professional staff, community organization.	Community Developer
Child Care Centers	Non-Headstart care and training of children; supervise group activities, feeding, reading, bathing, etc.	Child Care Instructors
Health	Work with health professionals in hospitals, health clinics and homes to link services and people; provide referrals, treatment and follow-up service and/or health education.	Community Health Service Worker
	Inspection Code enforcement, health education, instruction and guidance.	Sanitation Assistant
	Trainee position, bathe patients, take and record temperature, pulse, respiration, apply simple dressings, give uncomplicated treatment, assist in treatment and examination.	Nursing Assistant
	Perform simple laboratory tests, such as urinalysis, blood tests, biological skin tests; take responsibility for the care of laboratory animals; take responsibility for the maintenance of the laboratory equipment; type blood for transfusion.	Laboratory Assistant
	Prepare patients for X-ray; affix protective lead plates; assist in keeping X-ray room records; develop plates; manipulate switches.	X-ray Technician Assistant
	Prepare patients for examinations, treatment and dental surgery, and assist dentist; develop X-ray plates, maintain instruments and equipment.	Dental Aide
Legal Services	Receive information, gather evidence, continue contact with clients and/or family; provide communication between attorney and client.	Legal Aide
Police	Operate intake and service program, receive calls, interpret, etc.	Communications Worker
Recreation and Social Agency	Supervise and coordinate activity programs in playgrounds, clubs, centers, etc.	Recreation Aide
Housing Authority	Operate center activity, relate professional to residents; obtain intake on Housing Code enforcement.	Service Worker; Code Enforcement Worker
Urban Renewal	Communicate, organize, inform, provide service to relocatees; assist in finding housing, moving.	Relocation Assistant

Note: The information contained in this section is excerpted from the U.S. Department of Labor, Bureau of Work-Training Programs Handbook for Sponsors, *Standards and Procedures for Work-Training Experience Programs Under the Economic Opportunity Act of 1964 As Amended*, pp. 14-8, and Appendix B, section E, and Administrator's Notice No. 1-68, *Developmental Planning and National Review for New Careers Projects*, p. 3.

Program Development Outline

I. *Preliminary Activities*

A sponsor who wishes to seek an agreement must determine the nature and extent of the need for a New Careers program in his locality.

A. *Initial Orientation for Prospective Sponsors*

1. Review guidelines and application forms for New Careers program.
2. Review materials on New Careers, including such manuals as:
   a. *New Careers in Human Service: A Manual of Organization and Development;*
   b. *New Careers; Entry-Level Training for the Human Service Aide;*
   c. *New Careers: Generic Issues in Human Services, A Sourcebook for Trainers;*
   d. *Position Descriptions for New Careers.*

These documents and other reports are available from Information Clearinghouse, New Careers Development Program, University Research Corporation, Washington, D.C.

   e. *Training for New Careers.* J.R. Fishman, et al. The President's Committee on Juvenile Delinquency and Youth Crime, Washington, D.C., U.S. Government Printing Office, 1965.
   f. *New Careers for the Poor.* Pearl, Arthur and Frank Riessman. New York: Free Press, 1965.

3. Discuss program development and possibilities and assess the interest and the need for a New Careers program in your area with: CAA director and staff; BWTP field representative; employment service manager; federal, state and municipal poverty, welfare and related officials; major employers and trade associations; educational and training institutions; professional and semiprofessional organizations; union representatives; Chamber of Commerce, and other local sources of labor demand information.
4. Arrange for technical assistance and consultation through your CAA director and the local BWTP district or regional representative with the technical assistance group assigned to your area.

B. *Preparation of Request for Agreement*

For the specific information to be included in this request, see Administrator's Notice No. 1-68, page 2.

C. *Preparation of the Agreement*

Upon notification of approval, consult with the BWTP Field Representative for assistance in acquisition of the Department of Labor forms and instructions for completing them.

D. *Submission of the Agreement*

II. *First Quarter Planning Period*

A. *Planning*

1. Identify project development staff and a schedule for planning and completion of various phases of proposal development.
2. Identify target area.
3. Seek participation of local residents in the planning and decision-making process.
4. Identify and involve community agencies, key resource persons and/or local experts in the community who will participate and assist. Make possible arrangements for a "New Careers conference" for the community. The technical assistance staff is prepared to assist you in this, which has been found to be a most effective initial technique.
5. Hold further discussions with local public and nonprofit agencies as potential employers to:
   a. Describe and discuss New Careers program with them;
   b. Invite their participation;
   c. Obtain *commitments* with respect to:
      (1) Concept and goals.
      (2) Meaningful job development and employment for New Careers in their agency, including possibilities of permanent jobs and future budget commitments.
      (3) Training, particularly on the work site and on the job.
      (4) Career development and upward mobility for subprofessionals within their structure.
   d. Involve key persons from these agencies in proposal development and the design of program components such as training, counseling, supportive services, recruitment and selection, and curriculum.
6. Outline a desirable New Careers plan for the community and assess the potential for its realization based on community interest and resources.

B. *Job Development*

1. Identify and select participating human service agencies.
2. Identify jobs:
   a. Restructuring of existing vacancies: redefinition of function, qualifications, supervision, etc.
   b. Creation of new job possibilities. Develop job descriptions:
      (1) Responsibilities and tasks;
      (2) Qualifications;
      (3) Supervision.
   c. Design a minimum of two levels of jobs above entry level, including responsibilities, qualifications, etc.
   d. Arrangements, strategy, and assurances for permanence, including sources of funds.
3. Make necessary arrangements with personnel departments of participating agencies and/or civil service.
4. Decide on numbers of trainees and length of program in each area.

C. *Recruitment and Selection*

1. Outline recruitment process, utilizing target area information and supporting data.

2. Outline selection process with attention to establishment of realistic minimum qualifications for each category of job at entry or other levels.

D. *Training*

1. Identify and select training agencies:
   a. Central training agency (e.g., university, college, institute, community college, etc.) for the program. Delineation of responsibility for coordinating training program.
   b. OJT training as conducted in the human service (employing) agencies.
   c. Other participating training groups.
2. Establish components of training program:
   a. Basic training in human services (generic).
   b. Basic training in particular occupational (human service) areas (e.g., health, education, social service, public safety, etc.).
   c. Specific skills for the job:
      (1) On-the-job training.
      (2) Classroom or group.
   d. In-service (advanced) training after employment.
   e. Training and orientation for trainers and supervisors.
3. Training methodology
   a. Allocate time for total and different phases. Include (1) length of federally-supported training program; (2) transition to employment status; (3) length of federally-supported beginning employment (or work-training period); and (4) arrangement for transfer to local budget.
   b. Schedule (classroom work experiences and supportive services).
   c. Plan phasing design.
   d. Coordinate staff and staffing pattern, both full time and use of delegate agency personnel for specialty and OJT instruction.
   e. Plan organization (e.g., small group training, classroom, coordination of OJT).
   f. Assign responsibility for different training components.
   g. Identify OJT work sites.
   h. Identify curriculum needs.
   i. Utilize technical assistance in curriculum development.
   j. Utilize technical assistance in planning and implementing program for training instructors, supervisors and staff.
   k. Identify training sites and facilities.
4. Design plan for career development (vertical and diagonal mobility):
   a. Develop, in cooperation with participating agencies, a hierarchy of positions within each occupational area with a minimum of three subprofessional levels (e.g., aide, assistant, technician) for upward mobility.
   b. Develop descriptions for newly created jobs (i.e., those arising from a reallocation of functions of existing jobs, or creation of new positions).
   c. Develop requirements for advancement which facilitate movement from one level to the next.
5. Provision of resources for facilitating advancement at different levels:
   a. Arrange for hierarchies of training resources for career development (both through educational and employing agencies).
   b. Provide linkages between training programs developed and requirements for advancement at different levels.
   c. Develop supplemental educational resources (e.g., high school equivalency).
   d. Coordinate in-service training.
   e. Arrange for accreditation of skill training and OJT and compensated time for other career advancement training.
   f. Develop certification for entry training and for each subsequent step through training agency (e.g., certificate, A.A., A.B.).

E. *Supportive Services*

1. Remedial education.
2. Counseling (preferably group).
3. Health (including mental health).
4. Child care.
5. Other individual and family services.

F. *Involvement of Relevant Community Groups—Assurance of Support*

1. Professional and technical associations.
2. Unions.
3. Employers.
4. Municipal administration.
5. Educational institutions.

G. *Budget*

1. Arrange and outline subcontracts with delegate, employing, training and supportive service agencies.
2. Identify central administrative budget.
3. Plan budget item check list:
   a. Stipends for trainees.
   b. Training costs: staff, supplies and equipment.
   c. Supportive services.
   d. Administration.
   e. Local community share.
   f. Indirect costs.
   g. Other federal and local resources which might supplement and amplify program.

H. *Process Completed Proposal*

1. Written commitments for participation from Delegate Agencies.
2. Review of proposal by Delegate Agencies.
3. CAA review and approval.
4. Submission to the Bureau of Work-Training Programs' national offices through the district and regional offices for review, approval, and funding.

Discussion

These notes are intended to amplify the preceding outline for program development. They are intended to provide highlights rather than a comprehensive man-

ual. See the reference list in the Appendix for more detailed material on different sections of the outline.

I. *Preliminary Activities*

A. *Initial Orientation*

The first task for those undertaking the development of a New Careers program is to become familiar with the general concept of New Careers and to gain an understanding of the goals, experiences, and results of the various New Careers programs in different human service fields which have been developed in several parts of the country. This can be achieved by:

1. Selective reading in the field including abstracts. (See attached bibliography.)
2. Discussions on perspectives, issues, techniques, and procedures with technical assistance consultants available through the Labor Department, Bureau of Work-Training Programs.
3. Visits to ongoing New Careers programs, and discussions with New Careers trainers and employees, their employers, co-workers and supervisors, and staff. Relevant questions might include the difference this approach to training and job development has made to the individual New Careerist in terms of his job effectiveness, chance for advancement, and relations with the agency employing him. Discussion should include the reaction of the agency to this new kind of employee, as well as its concerns, changes, and benefits.

This orientation should include:

a. Identification of needs and possibilities for employment in the various human service agencies in the community—both public and nonprofit (health, schools, community center, law enforcement, etc.).
b. Target populations to be recruited.
c. Potential training resources.
d. Steps required to deal with job development, salary levels, qualifications, and other local civil service and personnel issues.
e. Steps for involving both local agencies and neighborhood and community groups in the planning and program development process.

B. *Preparation of Request for Agreement*

The purpose of the Request for Agreement (contract) is to justify the need for a New Careers program in your area. It must include quantitative data, such as budget and time estimates, and training and project staffing needs and patterns. This Request will be prepared with the assistance of the BWTP Field Representative and technical assistance consultation, and will be submitted to the Field Representative for forwarding to the Regional Director for approval.

C. *Preparation of the Agreement*

When the Request is approved, the Field Representative will supply you with the proper forms and instructions for completing them. See the *Interim Instructions for Completing Sponsor's Project Application, Form BWP-1*, Revised May, 1967.

D. *Submission of the Agreement*

Upon completion of the forms, the Agreement is submitted for review.

II. *First Quarter Planning Period*

A. *Planning*

The staff must work on many levels, beginning with an overall plan.

It must present to the community-at-large, and most specifically to the target area residents, the idea of New Careers programs and examples of those programs which could be developed. At this point, the staff is seeking to educate and inform, to gain support that may well be needed to persuade agencies and ensure commitments from them, and most importantly, to involve the local individuals and organizations in the process of identifying goals, and the development and implementation of programs for their community. In the process of gaining support, the staff will also be hearing the views of local residents concerning the strength and weakness of traditional employment programs, and what they, as the prospective employees, regard as vital to a successful job program (i.e., one which has a future and is worth real commitment of their hopes and energies). These basic points form an important part of the program design.

Local residents may be involved in such planning by using previously established CAA mechanisms, when available. If not, new channels should be explored, such as a series of open meetings in the area, with substantial advance publicity including questions to be addressed to the community. Representatives of community agencies and key municipal officials can be invited as observers to hear experiences and felt needs of the prospective employees.

As soon as possible, meetings should be held with various local agencies who might sponsor New Careers programs or be involved in some facet of their operations, such as employment, training, supportive services or certification, and include community representatives, local experts, resource people, professional groups and unions. This gathering might take the form of a conference on New Careers. Goals could include (1) dissemination of information on New Careers and its application in various fields; (2) persuasion of various groups of the feasibility and potential of New Careers for the local community; (3) explanation of the guidelines and conditions for availability of federal support, (4) presentation and discussion of plans and approaches in the local community.

After seeking the planning support of local residents, community agencies and other resources, the staff, with more specific knowledge of the direction in which New Careers may go, should develop the details of the program. Some problem areas will have been identified. Sufficient time and appropriate staff should be assigned to begin working on them. For example, if resistance on

the part of a professional of a technical association or a key agency has been evidenced, now is the time to improve relations and seek his involvement and support rather than later when more serious opposition has occurred. The same is true of problems in recruitment and selection, or in career development.

B. *Job Development*

A series of meetings should be held with representatives of local human services agencies, the Health Department, Welfare Department, Police Department, school systems, and voluntary nonprofit agencies (Red Feather, Health and Welfare, recreation, etc.). The initial task is to determine which of those human service agencies previously willing to sponsor a New Careers program or willing to be persuaded, is now actually able and willing to do so when responsibilities in terms of job development, training and career development are spelled out. It is not necessarily true that an agency originally enthusiastic really understood what was being asked of it or is able to secure the necessary commitments in the time available.

Staff should direct its efforts with agencies to specifying those jobs for which employees will be recruited, selected and trained; determining numbers of jobs, entry qualifications, salaries, training and supervisory budget available; and for transition to local funds, with plans and commitments for further steps for upward mobility. Agreements in writing are important for both program success and for project approval.

If negotiations with human service agencies have so far been confined to dealing with only top administrative and board levels (their official approval and active endorsement is essential), as may sometimes be the case despite staff attempts to involve other levels in the orientation and planning phase, it is important that lower levels now be involved. We refer here to staff in personnel divisions, and local civil service. Meaningful job descriptions and qualifications for entry levels and career ladders are not possible without their help. Their cooperation at the very beginning will frequently determine success or failure. This is especially true in the case of public positions under civil service where rigid and often unrelated testing requirements, tight ceilings, systems of position control, and exclusions regarding applicants with criminal records often prevail. The staff should enlist the cooperation of representatives of the supervisory, professional, semiprofessional, and technical levels and training units within the agency for the task of defining the jobs in each New Careers program. These jobs relate to already existing functions and responsibilities of agency staff, whether or not these are being effectively executed. Existing staff must be led now to anticipate the changes needed in structures, functions, and attitudes if New Careers programs are to work. They can work only if, in addition to some sense of justice and commitment to the poor, the agency staff can also see in the programs a chance to improve the agency. If they become committed to the New Careers program at this point, it will simplify carrying out the program later on: (1) in their initial acceptance of the new employees; (2) in provision of formal and informal support to them; and (3) in their willingness to perceive their own need for further training and to become involved in such training.

The actual process of identifying New Careers jobs thus involves an understanding of the agency's goals and a careful appraisal of existing structures created to achieve them. Whether considering present vacancies or new job possibilities, the resulting job descriptions must clearly specify the responsibilities and tasks involved, the qualifications required, and the kind of supervision that will be provided. Even in entry-level jobs of limited responsibility, the tasks should be directed at providing meaningful person-to-person services. The tasks should be related to succeeding levels of enlarged responsibilities. It is helpful to build in provisions for greater responsibility at the entry level. For example, these provisions can require in-service and other training, apprenticeships, and team assignments designed not only to increase skills and provide for advancement but to ensure against a downgrading of jobs by an addition (often informally) of only menial tasks.

While it is necessary to have a detailed definition of tasks and responsibilities, flexibility (not to be mistaken for vagueness) is also important. Because of the newness of the New Careers programs, possibilities for growth, change, and further clarification should not be precluded in developing job descriptions.

Flexibility is especially important in defining job qualifications. In general, these ought to be sufficient to ensure the selection of persons able to perform the tasks assigned avoiding, whenever possible, the danger of "screening out" applicants because of stereotyped notions of who is capable and who is not. Standard entry requirements such as level of educational achievement, previous experience, health, "personal qualities" and the like should be kept to a flexible minimum if New Careers programs are to reach the population for which they are intended. For example, the requirement of a high school diploma could eliminate a large number of people with interest and potential ability for work in human services, though they might possess adequate skills for a particular job which may require only a fourth or fifth grade reading ability. The same is true of previous related work experience where none may be really essential.

There are several key sections of the job description which need to be formulated for new roles or adjusted for existing positions which need to be modified for New Careers requirements:

1. *Position Controls.* Who supervises the person and in what relationship? What regulations or standards are required by the position?

What is the nature of the program or unit?

2. *General Description.* A general description of the position and duties in paragraph form.
3. *Specific Duties.* A specific listing and description of tasks and responsibilities to be performed in this position.
4. *Special Requirements.* Any unusual or special requirements which the position might entail.
5. *Qualifications.* Training, qualifications and other requirements for skills and education for the job.
   (a) Education. (Shall be kept minimal.)
   (b) Age, health, sex, etc.
   (c) Training, (Whenever possible, training requirements should be fulfilled by the New Careers training program which the person will have prior to formal entry into a job. Otherwise, successful completion of training should be required during a probationary entry employment period allowing a regular salary scale and filling of position during the training period which has many advantages.)
   (d) Experience. (This should be kept to a minimum. If civil service demands it for entry at a decent salary level, attempt to have four to six months of New Careers training including on-the-job training count toward this experience.)

Stress the importance of the New Careers training program, with its integrity, hours, content and skill training which result in a certificate granted by the training institution, using it as a buttress to entry at the highest possible salary level.

In writing job descriptions for second and third level, build experience and training at entry-level positions as an important foundation for subsequent New Careers career development training for the second and similarly for the third level. At the same time, allow flexibility in those with higher educational levels, or other relevant experience, to enter the New Careers ladder at the second or third level with an appropriate New Careers training program for that level.

There will generally be three kinds of job development tasks:

1. *First or Entry Level*
   (a) For entry-level positions already in existence, the task is one of redefining the position to adjust qualifications, change contracts, and prepare foundation for upward mobility.
   (b) For new jobs and roles, the need is to develop a set of related tasks to be defined in given areas (e.g., Home Health Care); an analysis of existing related professional and other positions made and a redefinition of positions to allow the setting up of a new position. Tasks and positions must then be defined with attention to the development of a new job description for the professional or others who may have been performing some of these tasks before. This latter position should now be redefined to reorganize specialized tasks, including supervision of the others without professional training. This, incidentally, represents an upgrading of the professional and is quite potent in selling the New Careers model to professionals. It is, in fact, directly aimed at the upgrading of professional jobs while at the same time introducing new subprofessional positions as described above.
2. *Career Development*
   Career ladders and latticework should be explored and developed to provide the second, third, and fourth steps—the vertical and diagonal positions to which the entry-level employee can be advanced with appropriate experience and additional training.
3. *Second- and Third-Level Positions*
   (a) Restructuring
   Existing positions may need to be redesigned to adjust qualifications and duties in line with the New Careers latticework to encourage mobility into the positions.
   (b) Job Definition
   New positions will need to be created in much the same way as at the first or entry level. Emphasis should be on flexible qualifications and an opportunity for further upward mobility.
4. *Agency Support*
   A crucial part of defining jobs is to obtain agency agreements on various salary levels and their sources. Planning staff should ensure that entry-level salaries are consistent with Federal minimum wage standards and current Bureau of Work-Training Programs guidelines.

   Agencies shall assume responsibility for payment of salaries as soon as possible, to continue and include newly-defined jobs as part of their short- and long-term budget projections, including positions for advancement to second and third levels. Various sources for future funding, private and public, need to be specifically discussed if agencies are not to be discouraged at the prospect of merely increased budgetary responsibility (in the face of needs already outstanding) and thus to be reluctant to give assurance of job permanence.

   The importance of staff spending sufficient time in carefully preparing and consulting with agencies concerning job development cannot be overemphasized. Planning staff should call on as many experts and resource people as are available and needed to assist the agencies. Maximum use should be made of the technical assistance consultants provided and the Bureau of Work-Training Programs field representatives. The task of developing jobs with career mobility will inevitably be an ongoing process which will need refinement during the life of the program and beyond. The greater the clarity and completeness with which the task is performed

in the beginning, the easier it will be later on to see where improvements are needed. Such analysis of job development is also needed for intelligent consideration of such other areas as recruitment, selection, training, and supportive services.

C. *Recruitment and Selection*

With specific jobs specifically defined, the problem of defining recruitment and selection procedures becomes much more manageable. First, the geographic target areas must be chosen. Such a choice must be consistent with the criteria stated in the federal guidelines and a careful assessment of community needs and priorities.

The methods for reaching potential enrollees need to be detailed. The recruitment process need not be limited to formal referrals. The use of public information media and local advertising are important along with informal canvassing and word-of-mouth contacts. With an understanding of the overall Federal eligibility standards and with the prior establishment of realistic qualifications in the various job categories, some communities may want to explore the use of neighborhood workers as short-term recruitment aides who might themselves be eligible later for training and placement in the human service field.

Staff will want to be sure that the willingness to "screen in" candidates, so eagerly sought in the earlier job development negotiations, are made known. Regardless of what recruitment methods are used, they should attempt to ensure not only that the broadest possible cross section of existing unemployed will be recruited but to make sure that all of those in need of the program are given the opportunity to apply. Staff will also need to have a sufficient bank of recruits to draw on to fill those slots that will be vacated by dropouts from the program.

In screening and selection, the experience of previous New Careers programs, their published material and the advice of the various technical assistant consultants can be extremely helpful. In preparing the proposal, staff will want to specify who will have responsibility for screening and for selection or both, how they will be phased into the program, and sample methods to be used—written questionnaires, relevant testing, if any, and the number and kinds of interviews. There is a need to obtain some information, perhaps in simple written questionnaire form, regarding the individual and his family, their income level, and other background material such as education, previous training and employment, military and police records. Basic data is necessary, not only to evaluate general ability to participate in training for previously defined New Careers roles, but also to screen out those clearly ineligible—for example, those with serious health problems, those under the age limit or those clearly outside the poverty or unemployment categories.

Selection might be made after interviews by a series of people or a personnel team representing planning staff, perhaps CAA job counselors, and whenever possible, staff from the training and employing parts of the New Careers program itself. The process would include a more detailed explanation of the training and job requirements to the applicant and an exploration of the applicant's interests.

An assessment can then be made as to whether the candidate possesses the minimum qualifications for an entry or higher-level job. The program should also include procedures to help the persons select positions of interest to them (i.e., health or school) and to secure those supportive services which will enable them to successfully complete the program.

The procedure should include promptly informing those accepted in New Careers, those referred to other manpower programs and those rejected. Health examinations should be given to all individuals selected, both to identify as well as to correct problems. Persons with major health problems which might interfere with job performance should be referred for treatment before the individuals can be eligible for acceptance into the program.

D. *Training*

The success of the program depends on the quality of the training provided. Fortunately, here the community has the opportunity to draw on the experience of previous New Careers programs and their publications. In addition, many technical assistance consultants themselves are not only familiar with, but have participated in, such training programs and can be of immeasurable help. Numbers of new materials for specific curriculum and training needs will be available in the near future. During the first steps of proposal development, training resources should be identified. Ideally, the primary resource should be a recognized educational institution in the community such as a college, junior college, or university extension program. These have the advantages of recognized standing, certification procedures, and linkages for degrees such as associates in arts or the baccalaureate. Use of these institutions also encourages them toward the development of educational services more relevant to the general needs of the population, including supportive services such as remedial skills and general education. When such institutions are not available or are not able to carry the central training task, other possible resources include CAA training staff; local vocational, training and manpower centers; or the development of a totally new facility for this purpose.

The central training facility can perform generic training, counseling, remediation, some skill training in the classroom setting, and develop the training ladder for career advancement with certification. The agency can provide the work-training, with supervisors, and additional skill-training wherever possible. The certificate requirements should include the specification of the work and skill training provided by the agency, thereby laying

the groundwork for accrediting and encouraging training at the work site.

The central training facility should work closely with the complying agencies in job definition, training design, and curriculum development. The overriding consideration is the capacity of various groups to maximize the individual enrollee's chance to perform effectively on the job, both in terms of acquiring skills and the more subtle requirements of work with people in fields of human service.

Regardless of how the training program is divided, the methods must be imaginative and the program flexible. The traditional classroom approach, with its often negative connotations for many enrollees, should be minimized. A greater emphasis should be placed on the learning-by-doing, self-teaching techniques, such as role playing, and small group sessions structured to engage the individual enrollee. Instruction, on-the-job training, counseling and remediation should be closely integrated. Some communities may find that all four can best be done on a daily basis. Some feel the need to set aside a regular portion of the week for each area. Others may want an initial emphasis on instruction, and remediation.

Whatever the schedule, the following areas need emphasis:

1. Training should occur from the beginning.
2. Remedial skills should be related directly to job needs.
3. Counseling should be done in groups with emphasis on problem-solving directed at reality-oriented job and other social tasks.
4. A generic training plan basic to all human services should be provided for all trainees.

These basic issues are discussed in greater detail in the *Manual of Organization and Development* and *Entry-Level Training for the Human Service Aide* (see Bibliography, Appendix C).

In detailing the components of a training program, the proposal should first describe what will constitute basic training in the human services. The course of studies might include such items as: the scope and objectives of the human service fields generally, human growth and development, the nature of social groups like the family, the structure of communities, social issues, and problems such as poverty, illness and discrimination. These topics are designed to increase self-awareness and understanding, and to develop the personal skills and attitudes needed for working in human service agencies. Such basic training helps the trainee to move across occupational lines as opportunities arise, supported by a concrete foundation for upward mobility.

Staff can then turn to basic training in the particular occupational area of the trainee, such as health, education, social service, public safety. Training here should explore: (1) the goals of the service agency, (2) how these are met on various levels by various personnel, and (3) general skills and information required in the occupational area (e.g., health or education).

The training plan should include training in the technical skills directly related to the jobs developed for the trainee. There should be a correlation at this point with the job description. Separate and distinct skill training is necessary if the individual is to begin functioning in positions such as teacher aide, homemaking aide, occupational therapy aide, laboratory aide and assistant, research aide or legal service aide.

In discussing training on the job, the proposal should indicate the kinds and source of staff assigned to it and specify ways in which this aspect of training will be coordinated with other components of the training program. Such coordination should include evaluating the trainee's performance and effectively feeding it back to both training and employing agencies in order to refine the overall training program and to plan realistically for advanced training.

The proposal should also deal with steps taken to establish advanced in-service training. What will this consist of? How often will it occur? And who will do it? Thought should be given, when making advanced training plans, to providing opportunities for those who have successfully completed New Careers programs to assist in OJT and in-service work with newer trainees (in effect, advancing them to the trainer level). This can lead to the second or third steps in the New Careers latticework.

An often overlooked aspect of training is the need for specific provisions for the training of supervisors, instructors and other agency personnel who have direct responsibility for New Careers employees. Optional orientation sessions are not sufficient to explore the philosophy and details of New Careers programs, to prepare them to cope with the special problems that such employees may present, or to help them to utilize nonprofessionals in the most effective way. Many of the specifics which could be discussed in terms of training methodology have already been mentioned. All programs need to establish a timetable which designates the total amount of time reserved for each component of the training program and its apportionment during the life of the program. More detailed schedules would show the time spent in basic and technical training sessions, at work, and in obtaining supportive services such as remedial education. These will vary with the individuals and the job category.

The proposal should contain details with regard to the training staff. This should include the number of instructors, their specific duties, anticipated workload, and minimum qualifications in accordance with standards set forth in the guidelines. In assigning or dividing responsibility for the different training components, there should also be some explanation of the plans of various training staffs to coordinate efforts. These can be detailed by including plans for systems of report-

ing, both formal and informal, such as inter-staff conferences to review overall training needs, clarify procedures, and resolve individual problems. The proposal should also include the content, structure, and scheduling of programs for training the training staff.

In reviewing the content of the various training components, it is important to identify curriculum needs and to include these in the proposal. Special materials, equipment and supplies to be used by trainer and trainee should be enumerated as clearly as possible. Certain specialists may have to be scheduled on an intermittent basis. The proposal should list the various sites and facilities to be used in the training and their location. In choosing locations, it is important to consider costs in time and transportation for the trainee, the appropriateness of the setting for training persons who live and work in low income areas, the ease with which the trainee can also secure necessary supportive services, the educational benefits to staff in terms of proximity to community problems and the accessibility of expert training personnel. Program sponsors can utilize the services of the University Research Corporation curriculum staff and the materials which they have developed, and obtain assistance from URC specialists in establishing the training program, training the trainers and supervisory staff, and developing needed curriculum.

E. *Career Development*

The central premise of the program is the development of jobs with a future—that is, advancement or career development. Provisions for advancement need to be spelled out, including plans and arrangements.

This includes several areas which need to be explored and arrangements made for inclusion in the proposal.

It is unrealistic to expect agencies immediately to institute changes in existing jobs and to reallocate functions which may involve major restructuring of the institution. This all takes time and planning and further training. However, a beginning and commitment must be made. For example, the proposal must include for each occupational area, within the human service field being used, a proposed job ladder in which at least three subprofessional levels have been identified and defined (such as aide, assistant, technician). Specific job descriptions should accompany these, even if they are not to be used until a later date for employee advancement. There should also be a description of changes in other jobs along the professional ladder which will occur as a result of the new positions at the subprofessional level. These obviously have to be done in close collaboration with the employing agency—which then makes a commitment both to the concept and plan.

In addition, the proposal should spell out the requirements which need to be satisfied before the advancement of a New Careers employee to a higher level can occur and indicate methods to realistically facilitate the requirements so that, in fact, advancement will occur. For example, advanced training plus performance on the job over a designated time period which results in a certain number of satisfactory or better than satisfactory progress reports, may be necessary for promotion. Yet, there may be no arrangements made so that the employer can secure this training or no in-service training program or outside training resources to fill the need. The chance for a new career, then, is not very meaningful. Arrangements for future training are thus very important.

The higher the employee advances, the more crucial are "credentials." A proposal must define ways in which sponsors are prepared to meet this need and encourage advancement. This might be done through periodic courses given jointly by the human service agency and an educational institution, and geared to specific levels in an occupational area. Agencies should be encouraged to provide specified time during work hours for this training, both at the work site and at the training institution as necessary. Since the employer is upgrading skills in fields where great shortages exist, this is a benefit to the employer. If the employee has to take non-compensated time off from work for training, he is back in the same old economic bind. If he has to do all his training at night or on weekends, this becomes an unrealistic burden for the average person, particularly if he or she has a family. Work can be structured to provide OJT which is accredited (with structured supervision) by the training institutions even as is done for professionals in residency, field training and practitioners. Thus, the employee continues training, has a fairly full workload, and continues his salary. There are various ways of working this out. Professional associations might commit themselves to sponsor a similar arrangement. Formal institutions and their staff should be involved to facilitate certification, degree-granting, and thus give the individual some security in moving from one agency to another. However, the certification process requires that the employing agency emphasize formal in-service training as well as the other parts of the training program linked to its requirements for advancement. This careful linkage of job qualifications to the training plan and design is crucial.

F. *Supportive Services*

The inclusion in the proposal of a clearly defined plan of providing supportive services is required by the guidelines. The rationale and details for such services are also discussed there. Several points should be reemphasized. The purpose of any additional services planned for the trainee is to give him the support he needs so that he can obtain the full benefits of the work-training experience. Many of these services will be needed throughout the entire span of federal funding. However, detailed planning cannot wait until after the program has begun. A trainee requiring day-care service for her children in order to participate will need to have this guarantee

made in advance. If these are not available (and it is the rare community that provides enough day-care services for those needing them), program sponsors ought to begin now to arrange with various community agencies, churches, or local residents with talents for child care, to provide this service. The same is true in several other areas. Few communities are able to provide, within the usual structures, all the needed services in education, health, legal aid, family counseling and so on, needed within the time provided.

New and imaginative solutions will have to be planned to accommodate the needs of the trainee and the training goals. Flexibility is important for planning agencies. Plans should reflect the sponsor's concern with what is convenient for the trainee. Few trainees have their own means of transportation and days spent waiting in long lines at clinic or agency on a first-come, first-served basis waste valuable training time. Mobile units and convenient substations serving a designated group of enrollees can be set up in many instances. Especially in more rural areas it may be far more economical to transport certain medical staff than entire groups of enrollees.

Finally, in providing the essential supportive services such as remedial education, vocational counseling, medical examinations and treatment, mental health and family services, it is not enough to merely refer trainees to other services. Frequent follow-up and consultation are essential to ensure that help is actually being received. Follow-up is also important to ensure that the trainee is not prevented from availing himself of this help because of some misunderstanding, or negative attitudes or lack of information on the part of service staff.

G. *Involvement of Relevant Community Groups—Assurance of Support*

As previously mentioned, it is important to involve and gain the support of professional and technical associations and educational institutions in the initial planning phase, as well as in the more detailed planning of training programs. Their help in supporting career advancement, approving changes in entry qualifications, and supportive services has also been indicated.

There are in all communities, civic groups, organizations, foundations and prominent persons who will be the natural allies of the New Careers programs. The help they can offer and their influence in the community should not be overlooked. There are other groups, however, that need to be allied to the New Careers program if its growth is to be ensured. While many labor unions have been in the forefront of the social reform movement in this country, there are skill unions and professional and technical groups on all levels which are highly protective and restrictive in terms of membership requirements, both for the protecting of standards and for economic reasons. Attention should be paid to the protection of standards of service and the fears of displacement which will be encountered in certain professional groups.

Employers, the human service agencies providing the jobs, are obviously crucial to the whole program, but there are other potential employers, both private and public, whose support is needed, though they are not directly involved in New Careers programs. These may be the future employers needed if the New Careers field is to grow. Possible anxieties of employers or unions, technical and other professional associations must be allayed concerning the threat to their prestige and effectiveness posed by these new programs.

Finally, it is important to obtain the support of key community officials. They are, of course, needed to authorize New Careers programs in public agencies, and to relax civil service and other requirements. But perhaps even more significant, their prestige can be used to convince other employers, universities, and labor unions and professional associations to support and participate in the New Careers program.

APPENDIX A

Job Development Model

The following model for subprofessional health careers used in one program is provided as an example of steps to be taken and information needed to develop specific job classifications.

COMMUNITY MENTAL HEALTH CENTER

POSITION CLASSIFICATION GUIDES FOR SUBPROFESSIONAL HEALTH CAREERS

Subject: Guide for Design and Structuring Jobs for Mental Health

Job development activity must be undertaken early to comply with the ultimate objective of training people for subprofessional careers. The immediate task is to establish entrance level positions for Mental Health Aides. As part of this immediate task, we must provide a promotional ladder of two additional grades. The entrance level will be translated to GS-2. The second level, an intermediate training level, will be GS-3, and the fully-trained level (hereinafter to be referred to as the journeyman level) will be GS-4. This grade alignment is consistent with the overall position classification system.

Eight program areas of the Mental Health Center have been identified where Mental Health Aides are to be trained and utilized. They are the: Outpatient, Inpatient, Day Care, Drug Addiction, Alcoholic, Children's, Adolescent, and Adult programs. Therefore, there should be eight entrance levels through journeyman series to be developed. A number of specific positions may be established in each level. The plan of approach and guidelines must be kept simple to conserve time and maintain efficiency. As a first step toward simplicity, we can develop eight basic jobs at the journeyman level (one to represent each of the previously mentioned program areas). As a second step, we can develop position controls to represent three distinct levels of performance. Properly developed, the position controls will serve the basis to determine grades GS-2, 3 or 4. By this means, the proper set of position controls can be superimposed on the proper set of specific duties resulting in a completed job description at the desired grade level.

The program chief of each of these aforementioned areas must be the prime agent for the development of his Mental Health Aide job. He must therefore carefully identify each duty he expects to assign to his journeyman. He must further examine each duty to describe the number and order of tasks involved. The opening statement of each description will define what is to be performed. The tasks should define the number of steps including the method and the extent of work that should be performed. A reference guide entitled *Job Description: Community Mental Health Aide-Group Leader* is attached to assist each program chief in identifying his specific duties. Number 10 of the cited reference is to be disregarded as a duty.

The program chief must also do the initial work in the development of position controls. Position controls should incorporate guidelines to show precise supervisory-trainee work relationships. The aide will not be responsible for determining the *what* or *why* of his assigned activities, but he will have to follow carefully defined procedures. Hence, it should not be too difficult for the supervisor to determine checkpoints during processing where professional level interpretation would be necessary. The program chief should structure position controls based on the relative qualifications required at the entrance level, the intermediate training level, and the journeyman level to follow procedures of the specific duties he assigns to the job. The program chief must think in terms of the Aide's relative experience and training to make relative judgments and decisions. Use Duty 2 of the attached job description as an example. It reads, "Interview group members and, if necessary, members of their family, for the purpose of gathering information which is essential for the understanding of an individual's behavior." It is assumed that the entry-level aide will be provided with a detailed guide for use in the information gathering process in addition to being under the close surveillance of a professional high-grade aide. It is also assumed that the entry-level trainee will follow his guide very closely without deviation. If a situation arises in which a departure from the guide is indicated to get the desired information, it is further assumed that the monitor might step in to demonstrate a technique to produce the necessary information. During the periods provided for further on-the-job training, this incident might become the topic of further case group study and exercise.

The objective is to establish consistent position control criteria for across-the-board application to all aide jobs. To achieve consistency, the position classification specialist will review submissions from each program area and make revisions for classification and training acceptability.

JOB DESCRIPTION

Community Mental Health Aide—Group Leader

General Supervisory Control: The position of Community Mental Health Aide is located in the Community Mental Health Center. The position is under the general supervision of the Director, Child, Adolescent, or Adult Division. Supervision is the overall responsibility of a professional staff.

Specific Supervision: Specific supervision of the Community Mental Health Aide is provided by a trained professional or trained mental health specialist who is experienced in the training and work needs of the trained community mental health aide. Specific supervision may be offered by an experienced social worker, psychologist,

psychiatrist, mental health specialist or trained non-professional mental health worker.

General Duties: While working under supervision, the Mental Health Aide group leader provides leadership and mental health services for individuals and groups in such a way that both group interaction and program activities contribute to the growth of the individual group members and the achievement of desirable mental health goals as set forth in the mental health program. The Mental Health Aide carries out duties as an assistant to the professional or mental health expert. In this role, he serves as a special therapeutic or treatment team member.

Specific Duties: The Mental Health Aide will be required to carry out the following specific duties:

1. To contact, recruit and select problem individuals for the purpose of organizing youth into therapeutic activity groups.
2. To interview group members and, if necessary, members of their family, for the purpose of gathering information which is essential for the understanding of an individual's behavior.
3. To observe and make written reports on group and individual behavior.
4. To escort groups on trips or tours and take initiative in arranging and planning trips and other group activities.
5. To assist when crisis situations arise. The leader may be called upon to talk with social workers, psychiatrists, teachers, psychologists or parents.
6. To participate in staff seminars as on-the-job, in-service training activity.
7. To participate in individual and group supervision and confer with his or her supervisor for guidance, discussion or problems which the group cannot solve.
8. To write case histories and progress reports on youth or other family members.
9. To provide limited counseling with individual youth about personal problems.
10. To be responsible to his job, understanding the nature of his work role, with a resonable understanding of mental health concepts and content.

The leader will profit from experience and, in time, is expected to develop coping skills relevant to his own needs to getting along in his environment. Coping skills, as used here, refers to the ways and means by which he deals with situations effectively and solves problems. The management of anxiety, control of impulses and emotions, capacity to trust and be responsible are part of the coping skill mechanism.

Educational and Training Requirements:

1. The Mental Health Aide may or may not be a high school graduate.
2. The Mental Health Aide-Group Leader must successfully complete the New Careers Human Service and Mental Health Aide training course. Such a course will be specifically designed to introduce the trainee to the field of mental health and will provide the leader with fundamental information on such topics as: Child Development, Interviewing Skills, Report Writing, Community Organization, Mental Health Concepts, Group Management, Special Techniques and Core Group. This training course will be periodically conducted for twelve weeks or four hundred and eighty (480) hours.
3. Examination for skill and knowledge of community mental health and job-related activities by director of program.
4. If the mental health aide has lived in the community where he is expected to work, he may find his background valuable.

Possible Career Lattice:

1. Mental Health Aide
2. Mental Health Assistant
3. Mental Health Technician
4. Mental Health Associate.

APPENDIX B—Sample Proposal:

The preparation of proposals to develop New Careers programs required considerable attention to detail as well as a soundly-conceived plan of action.

In order to help communities in proposal development in New Careers, excerpts from the original proposal of a now operational New Careers program has been included. Although informative it should not be considered a prototype since each community's plans must be fashioned to satisfy its own particular needs and be based on the resources it has available.

Proposal forms and instructions for completing them may be obtained from the local sponsor and the regional or district BWTP offices.

Sample Proposal

LINKAGES OF TRACT C—
NEW CAREERS FOR THE POOR

I. *Introduction*

The New Careers Program—Scheuer Amendment—is a new program authorized by the Congress in 1966. "It authorizes grants to or agreements (contracts) with any state or local agency or private organization to pay all or part of the costs of adult work-training employment programs for unemployed or low-income persons involving activities designed to improve the physical, social, economic or cultural condition of the community or area served in fields including, but not limited to, health, education, welfare, neighborhood redevelopment, and public safety. Such programs must (1) assist in developing entry level employment opportunities, (2) provide maximum prospects for advancement and continued employment without federal assistance, and (3) be combined with necessary educational training, counseling, and transportation assistance, and such other supportive services as may be needed. A major objective of this program is to contribute to and facilitate the process of designing and creating New Career jobs in public service (either in the civil services or in the private non-profit agencies) as support or sub-professional personnel . . . . Such jobs must offer possibilities for continuing full-time employment and realizable opportunity for promotion and advancement through a structured channel of promotion."*

Tract C—New Careers for the Poor—Scheuer Amendment—Under this heading, page 30, The Action in Manpower (AIM-JOBS) Program, reference is made to the development of the New Careers Proposal for the creation of 420 public service positions. To this end, commitments for 420 public service positions, with the Public Schools, and the County Welfare Department have been consummated. Hence, the development of Tract C—New Careers for the Poor and the linkage with other programs is described under three sections which are as follows:

(1) Employing agencies, New Careers job commitments, basic education and vocational training program.
(2) Comprehensive phasing operation.
(3) Linkages with projects funded under other programs.

II. *Employing Agencies, New Career Job Commitments, Basic Education and Vocational Training Program*

As has been indicated, commitments of 420 public service positions with the Board of Education, and County Welfare Department have been consumated in accordance with the provisions of Scheuer Amendment and accompanying guidelines.

Moreover, it is to be noted that 420 enrollees will be trained as sub-professionals out of funds allocated for the training of only 250 trainees. In addition, 420 jobs have been realized in the various New Career positions in public service instead of only 250 jobs. The New Career job titles are described below in this proposal.

A. *Employing Agencies and New Career Job Commitments*

1. City of _____.—On March 18, 1967, Honorable Mayor _____, City of _____, signed a letter which stipulates that "The City of _____ commits 100 immediate jobs to the CAA in full conformity with guidelines of the Scheuer Amendment to the Economic Opportunity Act of 1966." In addition, this letter reads that "at the earliest possible time during the operation of the Scheuer Program, the City of _____ intends to develop an additional 200 job opportunities." Further, "it is the commitment of the City of _____ to hire persons who have successfully completed training under the Scheuer Program on a full-time permanent basis within the job classification plan of the City of _____."

2. *New Career Job Titles and Number of Job Commitments.*—Of the 100 job commitments, the New Career Job Titles and number of jobs are as follows:

Public Service Positions	*Number*	*Department*
Community Health Technical Aides (Page 5, of the Proposal entitled "Health Center Training of Poverty Neighborhood Residents in New Careers as Health Aides and Other Aides" presents three specific job titles).	50	Comprehensive Family Health Care Center at Health Center (Funding pending)
Other City Department Aides (Page 3 of the aforementioned proposal presents six specific job titles)	50	Various City Departments
Total Aide Commitments	100	

Although the letter of commitment is for 100 subprofessional jobs, upon completion of training, 20 additional enrollees will be included in the training program and, in effect, will be provided with employment. (This, in part, is

*U.S. Department of Labor, Standards and Procedures for Work-Training Experience Programs under the Economic Opportunity Act of 1964, as amended, (Washington, D.C., February 1967), p. 5.

reflected in the letter of commitment, i.e., "The City of _____ intends to develop an additional 200 job opportunities.") Two six-months training cycles will be conducted with 60 trainees per cycle.

3. *Job Up-Grading and/or Promotional Plan.*—Under the City of _____ Job Classification Plan, the City Project Director assigned to administer the development and utilization of the New Careers Scheuer Amendment Program within the City of _____ Departments has obtained job commitments for trained aides and opportunities for up-grading. Further, the City of _____ Job Classification Plan is based on Civil Service specifications and requirements. (Appendix A of the aforementioned proposal presents specific job descriptions and Civil Service specifications).
4. *Basic Education Training Program.*—_____ University has been previously designated as one of the training centers for Head Start Teachers' Aides by the CAA. As to the training of the 120 public service aides (a commitment of 100 sub-professional jobs) for the City Department of Health and Welfare, _____ College has developed a Training Program Proposal for the training of same as described below.

College Training Program

Although the curriculum includes basic education established according to individual needs of trainees in the two aide categories, the training program is designed to enable and increase the educational development of the trainee and to help the trainee acquire basic skills essential to the performance of the tasks of the selected skilled specialist.

(1) *Community Health Technical Aides*
Under this broad aide category, three types of specialists will be trained, viz., Educational Services in Health, Therapeutic Health, and Supportive Services in Health. The trainees will acquire a basic understanding of personal and community health, and acquire special skills to provide assistive health services to the community center and community at large.
The phases of training are as follows:

Phase I	*Core Group*
12 weeks (job placement: 20 hrs. per week; training: 20 hrs. per week)	2 groups of 15 each
Phase II 8 weeks (on-the-job: 30 hrs. per week; training: 10 hrs. per week)	(same groups)
Phase III 4 weeks (on-the-job: 36 hrs. per week; training: 4 hrs. per week)	(same groups)

(2) *Job Placement*
Upon completion of the final phase of training and certification, the trainee will be employed within one of the community health centers. However, if the trainee is found deficient in skill, he will repeat Phase III.

(3) *Other City Department Aides*
The general training philosophy described under the Health Aide section above will be followed for aides in the other City of _____ Departments. These Aides are as follows: Public Information Aide, Public Health Nurse Aide, Health Education Aide, etc.
The initial emphasis will be on basic education specifically styled to meet the job demand of the aides. The core training groups will be formed on the basis of the specific job assignments. In addition, the curriculum will be developed as a joint effort of the director of training, the line supervisor (of the City Departments) and the trainee in consultation with the consultants from The University Research Corporation.
The phases of training are as follows:

Phase I	*Core Group*
12 weeks (on-the-job: 20 hrs. per week; training: 20 hrs. per week)	3 groups of 10 each
Phase II 8 weeks (on-the-job: 30 hrs.; training: 10 hrs. per week)	(same groups)
Phase III 4 weeks (on-the-job: 36 hrs. per week; training: 4 hrs. per week)	(same groups)

The job placement is similar to Community Health Technical Aide.

5. *On-The-Job Training Program.*—As described in part above, the on-the-job training will be integrated with the _____ College Training Program.
(a) The line supervisor (i.e., on-the-job supervisor) will conduct a training program in accordance with the curriculum developed as a joint effort of the director of training, and the trainer in consultation with the curriculum consultants from University Research Corporation.
(b) The line supervisor will become involved with the training center for the purpose of helping the trainee to integrate the on-the-job experience with the didactic experience at the training center.

6. *Interrelationship of City of _____ Project Personnel and Field Representative of _____ Training Center*
The Training Center Field Representative will serve as a liaison person to sustain continuous contact with the City of _____ Training Director and assistants. Further, the Assistants to the City Training Director will work closely with the Training Center Field Representative and Trainers.
7. Comprehensive Phasing Operation is described under Section III below.

B. *Employing Agency, _____ Public Schools*
1. Letter of Commitment.—On March 27, 1967 _____, Deputy Superintendent, _____ Public Schools, signed a letter which stipulates that "This project provides for the establishment of a pool of 200 school aides that will be recruited and employed under the provisions of the Scheuer Amendment . . . . Following a realistic and relevant training program, project participants will be employed in a variety of positions within the _____ Public Schools. . . . In addition to employment and training opportunities, arrangements will be made for project participants to complete their basic education by enrolling in courses conducted by the Division of Adult Education, _____ Public Schools.
2. *New Career Job Titles and Number of Job Commitments.*—Of the two hundred job commitments, nine New Career Job Titles are described on Page 4, II. *SCOPE AND CONTENT*, Training and Employment Opportunity For Residents of the Inner City, Aides for Inner City Schools Proposal (_____ Public Schools) The aides' titles are as follows: Classroom Aides, Health Aides, Audio-Visual Technicians, and School-Community Liaison Representatives.
Since trainees will be phased into ongoing project training/employment cycle in ten groups of twenty based on enrollment of twenty trainees a month, the number of trainees enrolled in each of the nine training programs will vary according to qualifications and selection of trainees. However, the proposal indicates that Classroom Aides is expected to be the largest job category.
3. *Post-Training Employment Opportunities: Upward Mobility.*—Upon successful completion of the six months training period, project participants will receive a certification of completion and will be assisted in obtaining entry-level employment within the local business community. Further, because of the enormous variety in job type and complexity within the _____ Schools' occupational structure, for which training has been established, opportunities for horizontal mobility are numerous. (Page 22 of the Proposal for _____ Public Schools describes the job opportunities and mobility in detail.) Further, one of the two examples of "upward routes" available within the existing employment structure of the school system is as follows:
"After training as a Classroom Aide, an individual might be placed as a Teacher Assistant, at a minimum entering salary of $3,200 per year. Automatic yearly increments for this category of non-teaching personnel are $200, up to a maximum yearly salary of $4,850. . . . Were the Assistant to complete the necessary course work for certification and degree at University, or a similar institution, a teaching career would be open at a minimum entering salary of $5,850."
4. *Basic Education Training Program.*—All activities of the three phases of training will be conducted under the general auspices of the Adult Education Center of the _____ Public Schools. Training activities will be coordinated by the Assistant Project Supervisor. Two six months training cycles will be conducted with 100 trainees. Further, as described above, trainees will be phased into the ongoing project training/employment cycle at twenty per month until ten groups have been reached. The curricula for the three phases is as follows:

Phase I: Orientation
The first month of each training cycle will consist of (1) individual trainee evaluation, (2) testing of basic skills areas (reading, arithmetic), (3) assessment as to the need of remedial or advanced work, and (4) further training for a specific employment position.

Phase II: On-The-Job Training
After the first month, the next five months will provide the trainee with three hours per day of job-specific classroom instruction, and the remainder of the time, the trainee will engage in actual work experience.

Phase III: Continuing Education
Trainees who successfully complete Phases I and II will enter full-time employment. Phase III begins after six months of training.

C. *Employing Agency, _____ County Welfare Department*
1. *Letter of Commitment.*—On March 6, 1967, _____, Chief Bureau of Resources, _____ County Welfare Department signed a letter which stipulates that "During this year we expect to employ up to 100 aides. . . . In support of Project AIM, the Welfare Department is willing to provide employment upon completion of a formal training program for up to 50 aides, provided that the trainees

can qualify for and pass the Civil Service examination administered by the State Department of Personnel, and that we can assist in the development of the curriculum for the training program . . . . The State Department of Personnel has indicated there is a possibility that the requirement of high school graduation could be waived with the certification of successful completion of a 6 month training program."

2. *New Careers Job Title and Number of Job Commitments.*—Although there is a commitment of 50 aides for employment upon completion of formal training, the letter of commitment indicates that during 1967, the County Welfare Department expects to employ up to 100 aides. Moreover, the proposal entitled "A Proposal for the Training of Sub-Professionals in New Careers of Human Services" specifies in the Introduction that two groups of sub-professionals will be trained. The two groups of sub-professionals to be trained are Home Health and Welfare Aides. Hence, sixty Home Health Aides and 60 Welfare Aides will be trained over a 12-month period. Therefore, 120 aides will be trained out of funds allocated for only 100 aides.
   Three 4-month training cycles will be conducted with 40 trainees per cycle.

3. *Job Up-Grading and/or Promotion Plan.*—As specified in the letter of commitment, recorded above, the trainee upon completion of the formal training program will be employed at the entry level of Aide Classifications of Civil Service, _____ County Welfare Department. Moreover, as described under Item F. *Career Advancement and Salary*, IX. ***WELFARE AIDE***, page 12, of the aforementioned proposal, the entry level of aide classification is Welfare Aide I. With added experience and education, an aide could be promoted to a Welfare Aide II classification. Further, Item G. *Level of Job and Growth Opportunities*, X. ***HOME HEALTH AIDE***, page 14, of said proposal, describes the entry level of the Home Health Aide Trainee, upon completion of training and certification, as Homemaker II. The next level of job advancement is Field Supervisor and then Supervisor.

4. *Combined and/or Integrated Basic Education Training Program and On-The-Job Training Program.*—The Training program as developed by _____ Community College and _____ County Welfare Department is two-fold: namely, (a) to provide these adults with the skills and knowledge necessary for the work roles they will perform; and (b) to give all of them, as a group, a basic understanding of the inter-personal and social skills and problems common to all areas of human service work.
   Three four-month training cycles with 40 trainees per cycle will be conducted for the training of 120 trainees. Each four-month training cycle will comprise: (1) 20 Welfare Aide Trainees, and (2) 20 Home Health Aide Trainees. Training and on-the-job work will total 40 hours per week.
   The training for Human Service Aides (Welfare and Home Health) is designed to meet five basic needs: namely, (1) the acquisition of basic skills in a common core training program; (2) specialty training; (3) supervised on-the-job training for human services with courses and workshops related to the specialty; (4) individual assistance in basic education, study and counseling; and (5) the existence of ready employment upon completion of training and job promotion.
   a) *The Core Program*
      Welfare Aides: 20 Trainees to be divided into two core groups of 7-20 trainees each —core program will be conducted twice weekly for two hours duration. The core leader will serve as the enabler. The diverse experiences of work, social and training will be discussed.
   b) *General Training*
      The Human Services Trainee will study general techniques, e.g.: (1) how to contact and relate to different kinds of clients, (2) how to work with different kinds of clients, (3) how to observe, and (4) how to keep records. In addition, how to obtain employment and job promotion is also an integral part of the general training program.
   c) *Specialty Training*
      On-The-Job Training will comprise the teaching of special skills and specific knowledge related to the job. Also, the content will include practical experience acquired on-the-job. Aside from group sessions and workshops, individual supervision regarding assignments and specific skills is included.

5. *Interrelationship of the _____ County Welfare Department Project Personnel and Program Director of _____ Community College.*—The Training Center Program Director will serve as a liaison person with the two agency Project Coordinators. Further, the on-the-job training will be coordinated with the material presented by the training center. The Welfare Aide Project Coordinator will assist the social work supervisors of Welfare Aide Trainees and the Home Health Aide Project Coordinator will assist the field supervisor of Homemaker Service.

III. *Comprehensive Phasing Operation*

The three delegate agencies (i.e., the City of _____, Department of Public Health and Welfare, _____ Public Schools, and _____ County Welfare Department) under subcontract to the CAA in _____, the prime contractor, will conduct and administer the respective New Careers for the Poor—Scheuer Amend-

PHASE II: ON-THE-JOB TRAINING AND BASIC EDUCATION TRAINING PROGRAM

Work Station
120 Trainees

↔ **Training Center**

- Two 6-Months Training Cycles With 60 Trainees Per Cycle
- Community Health Technical Aides:
- 2 Core Groups of 15 Trainees ea.
- OTHER CITY DEPT. AIDES: 3 Core Groups of 10 Trainees ea.

Total:
60 Community Health Aides
60 Other City Department Aides

- Training Program Comprises 3 Phases

PHASE I
On-The-Job Training:
20 Hrs/Wk
Training Center:
20 Hrs/Wk

PHASE II
8 Weeks
On-The-Job Training:
30 Hrs/Wk
Training Center:
10 Hrs/Wk

PHASE III
4 Weeks
On-The-Job Training:
36 Hrs/Wk
Training Center:
4 Hrs/Wk

Work Station
200 Trainees

↔ **Training Center**

- Two 6-Months Training Cycles With 60 Trainees Per Cycle But With 20 Trainees Enrolled Per Month
- NINE AIDE TITLES:
  1. Classroom
  2. Health
  3. Clerical Asst.
  4. Audio-Visual Technicians
  5. School-Community Liaison Represen.
  6. Core Group with 20 ea. based on Enrollment of 20 Trainees per Month
- NINE TRAINING AIDE PROGRAMS:
(Under the auspices of the Adult Education Center)
PHASE II: On-The-Job Training Second Month thru the 6th Month:
3 Hrs/Day - specific classroom instruction 4-5 Hrs/Day Actual Work Experience

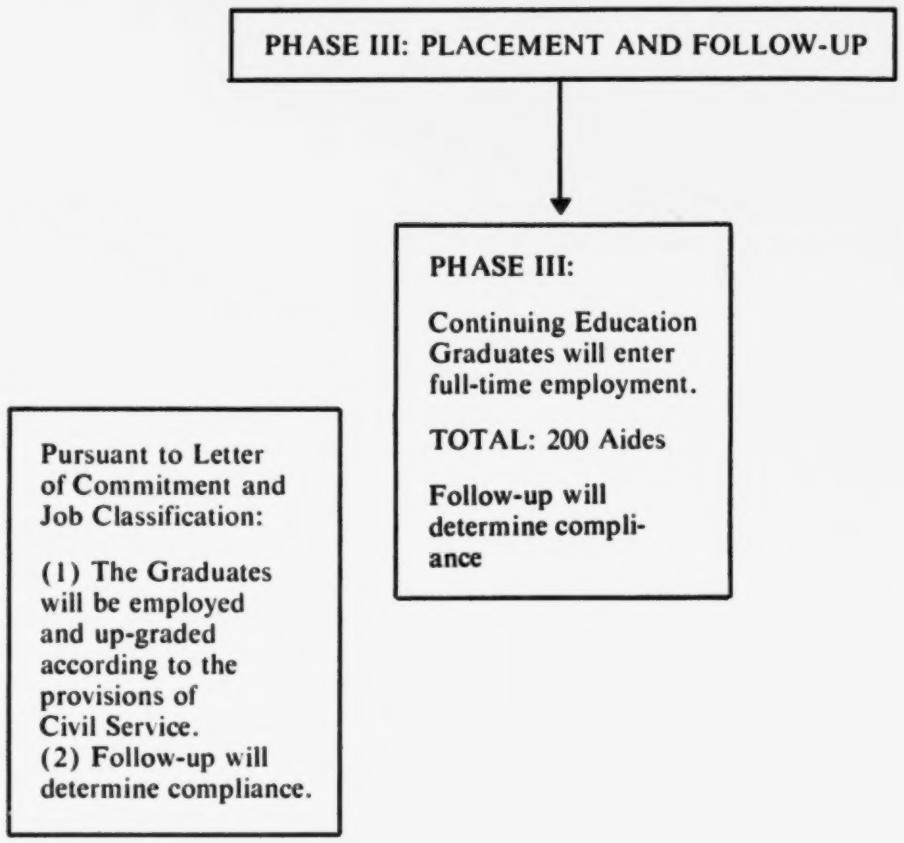
Work Station
120 Trainees

↔ **Training Center**

- Three 4-Months Training Cycles With 40 Trainees Per Cycle
- Welfare Aides:
3 Groups at 20 per Cycle of 4 months
- Home Health Aides:
3 Groups of 20 Per Cycle of 4 Months
- TOTAL:
60 Welfare Aides
60 Home Health Aides

- Two Core Groups:
(1) 20 Welfare Aide Trainees
(2) 20 Home Health Aide Trainees
- Training Program:
(1) Orientation of the nature of the job
(2) 4 Hrs/Day On-The-Job Training
(3) 4 Hrs/Day in the Core Group Content:
Job Relatedness, Training and Utilization.

(Emphasis on small group training and involvement)


PHASE III: PLACEMENT AND FOLLOW-UP
PHASE III:
Continuing Education Graduates will enter full-time employment.
TOTAL: 200 Aides
Follow-up will determine compliance
Pursuant to Letter of Commitment and Job Classification:
(1) The Graduates will be employed and up-graded according to the provisions of Civil Service.
(2) Follow-up will determine compliance.

ment Program in accordance with said Proposal(s) and Scheuer Amendment Guidelines. The _____ Coordinator of New Careers Scheuer Amendment Program will coordinate the overall operations of the three New Careers Projects and the recruitment and orientation program for New Careers enrollees at the AIM-JOBS Center.

The New Careers Project for _____ will begin operations on or before May the 8th (depending on funding). The program will be phased in rapidly. The setting up of operations and phasing are as follows:

A. *Setting up of Operations*
   1. During the month of May, each of the three delegate agencies will recruit personnel for the staff positions described in said proposal(s).
   2. The total staff of each of the Work Stations (i.e., delegate agencies) and the Training Center (i.e., cooperating educational institutions) will conduct an in-service training program as described in the respective proposals.
   3. On or before May the 15th the three Training Directors and Assistants for the New Careers Program will begin recruitment and orientation of enrollees under the coordination of the New Careers Coordinator as described below.
   4. *Phase I: Diagnostic Determination—Recruitment and Orientation of Enrollees for Tract C —New Careers—Scheuer Amendment Program.* —In accordance with Scheuer Amendment guidelines initial recruitment effort must be accomplished within a definite time schedule, and the orientation period, during recruitment, is not less than one nor more than five days, depending upon the type and amount of material to be covered. Moreover, an orientation period must be provided for all enrollees to acquaint them with program objectives and their rights and responsibilities. Such topics as the development of proper work habits, cooperation with supervisors and fellow workers, personal grooming, vocational and educational planning, money management, payroll procedures and methods for settling grievances are to be discussed and explained at these sessions.
      The responsibility for the above will be executed by the Coordinator of New Careers Scheuer Amendment Program. In addition, the New Careers Coordinator will coordinate efforts regarding recruitment and orientation of enrollees with the AIM-JOBS Center Operations Director of Recruiting and the Director of Orientation. Moreover, the New Careers Coordinator will serve as a member of _____ Center's liaison staff for assessment and placement of enrollees.

B. *Phase II: On-the-Job Training and Basic Education Training Program—Phasing-in Period of Operation*
   1. The phasing-in timetable and number of enrollees to be selected for each training cycle of each of the three delegate agencies and training centers is as follows:

Work Station and Training Center	Date Training Cycle Begins and Length	Numbers of Enrollees Required	Total for Twelve Months
City of_____ _____and_____ _____College	June 1, 1967; Jan. 1, 1968 Two 6-Months Training Cycles	60 Each Cycle	120
_____Public _____Schools _____and_____ Adult Education Center	June 1, 1967 Two simultaneous 6-Months Training Cycles with continuous monthly enrollment	20 enrollees per cycle per month with a total of ten groups	200
_____County Welfare Department and_____ _____Community College	June 1, 1967 October 1, 1967 February 1, 1968 Three 4.5-Months Training Cycles	40 Each Cycle	120
Total Enrollees required for June 1, 1967—120		GRAND TOTAL	400

2. As shown above, 120 enrollees will be selected for training beginning on June 1, 1967.
3. The number of enrollees to be selected for subsequent training cycles varies with the respective enrollment plan and/or length of training cycle, e.g., for the City of _____; the enrollment is 60 for each six months cycle; for _____ Public Schools, the enrollment is 20 per month; and, for _____ County Welfare Department, the enrollment is 40 for each 4.5 months cycle.
4. The accompanying Chart A, entitled "Comprehensive Phasing Operation for Training of Enrollees for New Careers—Scheuer Amendment Program" described under Phase II: On-the-Job Training and Basic Education Training Program, indicates the number of enrollees to be trained per cycle in the various aide titles and/or public service career positions.
5. *Phase III: Placement and Follow-up* (see accompanying Chart A) shows that the enrollees upon completion of training will be employed in the respective aide positions and will be upgraded in accordance with the respective job classification plan and/or Civil Service Promotional Plan. Further, in accordance with Scheuer Amendment Guidelines, all former enrollees shall be evaluated one year after placement.

IV. *Linkages with Projects Funded Under Other Programs*

A. Under the comprehensive manpower employment project ACTION IN MANPOWER JOBS that will be sponsored by the Council for Economic Opportunities in _____ (the local community action agency), which will be operated by a Project Governing Board, the linkage of the New Careers Scheuer Amendment Program for _____ is included in the AIM-JOBS Proposal under the section entitled *"Tract C—New Careers for the Poor—Scheuer Amendment."* The other projects funded under other programs and/or to be funded under the AIM-JOBS CENTER Proposal are as follows: *Tract A—Private Employment* is to prepare enrollees in two weeks for employment in industry; *Tract B—Extended Public Training* includes, (a) MDTA Training, (b) On-the-Job Training, and (c) Neighborhood Youth Corps; *Tract D—Remedial Training for Severely Unskilled* includes (a) Project PEACE, (b) *Title V—Work Experience Program,* (c) OIC, (d) Resource 1060, and (e) Vocational Rehabilitation Services.

1. Linkage with the aforementioned programs is further improved by the assessing team of the AIM-JOBS CENTER which is comprised of the Operations Directors and staff, liaison representatives of State Employment Service, MDTA, NYC, OJT, etc., and the New Careers Coordinator.
2. The assessing team is a staff-team endeavor, working as a unit, to participate in the overall assessment process as well as to facilitate and expedite the assignment of the enrollee to any one of the aforementioned special work programs.
3. Although the recruitment and orientation of enrollees for the New Careers Program at the AIM-JOBS Center will be a continuous process, some of the enrollees who may drop out of the Aide Training Program and/or who prefer some other training program will be re-cycled and referred to a training program of their choice.

B. *Supportive Services*

1. *Counseling and Guidance.*—It is estimated that 10% of the enrollees (i.e., 44 of the 440 enrollees to be trained) will need continuing support, guidance, and specialized remedial basic education in order to help them to complete their training in the project. For these enrollees the specific supportive services, e.g., counseling and guidance, basic education, etc., will be provided by utilizing other existing resources to the maximum extent feasible and, if unavailable, on a subcontracted basis by the New Careers Coordinator.
   For example, services of the Adult Education Center, Project PEACE, and the Family Counseling Service may be utilized on a non-contractual and/or contractual basis pending availability of services and negotiation efforts.
2. *Health and Medical Service.*—All enrollees will be provided a comprehensive health examination during the orientation phase and prior to placement. Needed medical care and other related services will be provided by the Neighborhood Health Centers (e.g., Comprehensive Family Health Care Center, etc.) and/or in accordance

with provisions for medical care as negotiated by the CAA or AIM-JOBS Center.

3. *Transportation.* – Enrollees will be provided transportation from the Work Station to the Training Center during the first two months of training, in some cases, and thereafter the enrollees will assume this cost. As described in the budget of each proposal, transportation cost incurred by the enrollee with respect to Work Station assignments will be provided for the enrollee. Moreover, the provision of transportation for the enrollees will be executed in compliance with Scheuer Amendment Guidelines. Further, pending the final development of the AIM-JOBS Center in the provision of central transportation, the New Careers Project will be coordinated with same.

4. *Supplementary Supportive Services.* – Day Care Assistance, Legal Services, Family Planning, etc., will be utilized in accordance with Scheuer Amendment Guidelines. In view of the limited day care service in the City of _____, the AIM-JOBS Center has included in its proposal a proposed contract with the _____ County Welfare Department to provide day care services by expanding its present Day Care Program. Further, as a means of successfully developing day care services for 300 children of parents who will be served by the center, the New Careers Scheuer Amendment Program will need accommodations for approximately 50 children whose parents will be enrolled in said program. Thus, one-sixth of the total cost of the Day Care Program for 300 children will be assumed by the New Careers Program.

   Since Legal Services is a funded program under the Council for Economic Opportunities in _____, the enrollees requiring these services will be accommodated by means of referral and follow-up.

   For enrollees requiring Family Planning and Family Counseling, efforts will be made to provide these services either on a referral basis and/or by means of a contractual agreement.

   Finally, for other services that are needed, every effort will be made through the means of referral and follow-up to accommodate the enrollees.

V. *Basic Administrative Machinery*

A. *Administration of the New Careers Scheuer Amendment Program*

1. In accordance with the guidelines for the administration of the New Careers Scheuer Amendment Program, the CAA will be the sponsor (i.e., be the prime grantee or prime contractor) of this project.
2. Moreover, in order to accomplish the three specific objectives of the New Careers Program as described under. I. *INTRODUCTION*, the administration and coordination of this project may be realized under the effective and viable leadership of the Community Action Agency.
3. Further, in view of the large number of enrollees (i.e., 440 enrollees and commitment of 420 jobs) to be trained by three employing agencies and educational institutions, an OEO New Careers Coordinator will assume the primary responsibility and authority for the overall operations and contractual agreements for this project. (See job description and accompanying Chart B.)

VI. *Evaluation*

The review and evaluation of the progress of the New Careers Program will be threefold: namely, (1) monthly narrative and statistical reports from each delegate agency, (2) evaluation in accordance with the proposed management information system, and/or (3) in accordance with future evaluation requirements of the Scheuer Amendment Program.

I. *Job Title:* Secretary

II. *Job Summary:*

Under the general supervision of _____ New Careers Coordinator, to perform responsible and varied clerical work, taking and transcribing dictation of all degrees of difficulty; to exercise judgment gained through experience in the agency in the composition of letters and memoranda from general instructions; to interview callers and schedule appointments; to establish and maintain a filing system, to supervise assigned clerical staff and check their work and progress; to type and file confidential information; to obtain and prepare certain periodic reports and summaries; to make corrections in spelling, grammar and punctuation; and to perform similar work as required.

III. *Qualifications:*

Education: High school graduate with additional study in typing and stenography and two to four years of experience in a similar capacity which demonstrates competence in above and thorough knowledge of office procedures.

Skills: Proficient stenographer and typist

IV. *Budget Specifications:*

Full Time
Salary Range:

I. *Job Title:* New Careers Coordinator

II. *Job Summary:*

Under the general direction of the Assistant Director, CAA in _____, is responsible for the overall

operations and contractual agreements of the three delegate agencies for the implementation of the New Careers Program. The Coordinator is also responsible for the overall recruitment and orientation of enrollees, during recruitment, and the coordination of recruitment with the Operations Director of Recruitment, Orientation and Center's liaison staff. Moreover, the Coordinator is to schedule group sessions with the Project Directors and Assistants at the AIM-JOBS Center for the purpose of recruitment, orientation, and for a wide range of activities essential to the overall and effective administration of the New Careers Program. Finally, he is responsible for coordinating the activities and plans of the three delegate agencies for the purpose of maximizing the effectiveness of the New Careers Program.

III. *Qualifications:*

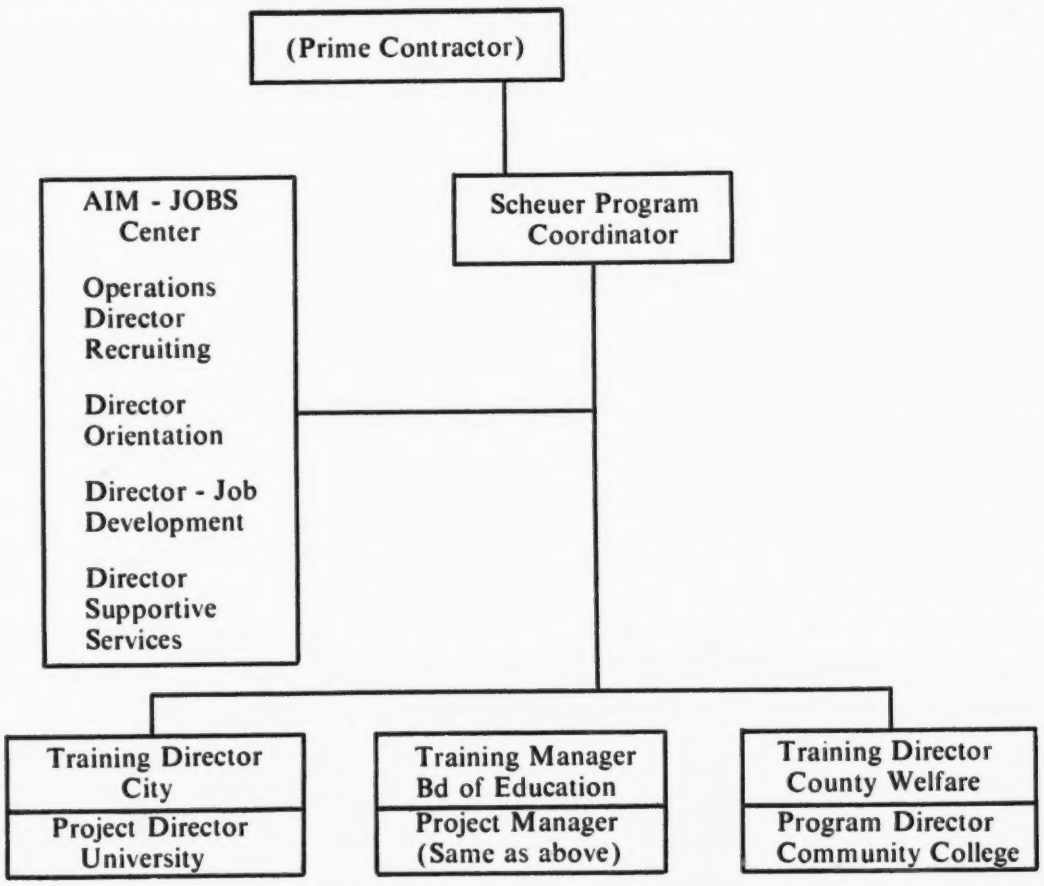
Education: Preferably a Masters Degree in Social Work or related field, and at least eight years experience in group work, community organization or teaching, with at least four years in administration.

Skills: Requires demonstrated ability to plan, organize, and implement innovative and viable multi-purpose programs. Moreover, a high degree of proficiency in writing and verbal communication is essential. Further, the ability to relate to other directors and staff in a positive and sophisticated manner is a required attribute, which is essential to the accomplishment of the demands and requirements of this position.

IV. *Budget Specifications:*

Full Time
Salary Range:

ORGANIZATIONAL AND OPERATING CHART—NEW CAREERS SCHEUER AMENDMENT PROGRAM



APPENDIX C

A COMPREHENSIVE BIBLIOGRAPHY

ON NEW CAREERS AND THE USE OF SUBPROFESSIONALS

IN HUMAN SERVICES

J.R. Fishman, M.D.

Avis Pointer, M.S.W.

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